Log – 07/12

Good Morning!

Nissa – AM Read Aloud 🡪 *A Break Up Because It’s Broken* by Greg Beharandt; group discussed how it was a personal narrative, an advice column, and/or a cautionary tale.

Herb – Discussed how today we are focusing on writing as a tool in any subject area. Discussed Kelly Gallager’s method of having his students number their notebook pages which allows students to categorize/organize their notebook (comes from *Teaching Adolescents How to Write* pg. 40).

* Start with a Table of Contents
* Reflection (~25 pages)
* Vocabulary (~5 pages)
* Ideas/observations (~5 pages)
* Notes on workshop
* Writing drafts/pre-writing

Vocabulary – WAC = Writing across the curriculum; WTL = Writing to learn

Herb – Text Rendering Activity for directions see <http://www.nsrfharmony.org/protocols.html>

* Click A to Z, choose the letter T and find Text Rendering in the list for further directions
* Used *Frequency of Levels of Writing* to complete (from *Writing Across the Curriculum in Middle and High School* by Rhoda Maxwell
* No comments in-between the sentence, phrase, and word – benefits include that it gives students reassurance when other students share their sentence, word, or phrase
* Discussion included the fact that it was non-threatening because it makes students who fear speaking out in class more comfortable; it helps students retain information because they are interacting with it; easy tool to teach the summary process with
* Further discussion on the article itself
  + Students should be writing in class daily
  + Each semester the different levels of writing should be broken down as follows:
    - 70% level 1
    - 20% level 2
    - 10% level 3

Herb – on wikispaces see “Writing to Learn Articles” link

* Click on “Strategies for using writing to learn” document which will bring up 48 different strategies for level 1 writing
* Second document is an organizational graphic (What, So What, Now What)
* National School Reform Faculty based out of the Harmony School has tons of protocols online for level 1 writing (see text rendering link above)

Herb – Teaching Demonstrations “Questions Game” prezi

* Adapted from Janet Allen’s *Tools for Teaching Content Literacy* (see purple book for directions)
* Discussed what happens to those students who are absent when doing activities like this
* EDMOTO – school version of Facebook

Discussion on coverage v. skills

* Less focus on novels/fiction more on informational texts and composition
* Kids unprepared to write college level essays or understand critical analysis
* Content v. skills
* Importance of collaborative work???

Writing Prompt – Read three short texts aloud (Cisneros, the Naming of Cats, and Cree Naming Poems) and were given the option to write about our own name origins (Name prompt under writing prompt on wikispaces)

* Trachell (Name prompt)
* Judy (Literary autobiography prompt)
* Pam (Name prompt)

Aidan - Read Aloud PM 🡪 *Invisible Bride* by Tony Tost; read 2 poems

Discussed the importance of pre-writing and how it improves ISTEP scores (and thus writing?)

Tomeka – Explained Literary autobiography collogue